

This English course is designed to support Shrewsbury High School's "Mission Statement" and targets the following specific student expectations by providing opportunities for students to:

- Fulfill individual academic potential. (#1)
- Develop and apply critical and creative thinking skills. (#2)
- Develop competency in the use of information and technology. (#5)
- Formulate and express opinions supported by facts and data in effective presentations. (#6)
- Demonstrate effective reading, speaking, writing, and listening skills. (#7)
- Participate in collaborative and cooperative learning. (#8)
- Demonstrate self-discipline and personal responsibility for learning. (#9)

**Title:** English 12 Honors

**Course description:**

English 12 Honors is a course designed for the college-bound student who has achieved "A" level work. Students will read, discuss, and write about various literary genre with emphasis on British literature including short stories, poetry, novels, drama, essays, and satire. In September, an assessment will check the successful completion of the summer reading. Vocabulary will be studied from both the literature and the vocabulary text.

**Expectations:**

- a. Students will read and discuss their interpretations, insights, and analyses of British literature.
- b. Students will identify a number of literary terms and devices from their reading of the assigned literature. (See: English 12 Honors: Literary Terms-Devices)
- c. Students will read a minimum of four (4) books in addition to the survey of British literature.
- d. Students produce multi-paragraph writings of description, comparison, contrast, analysis, exposition, persuasion, and narration which show mastery of the writing competencies listed for Step 4 and/or 5 writers (See "Scope and Sequence of Writing Skills" and "Writing Assignments"). During the first semester students will work on the writing of their "college application essays."
- e. Students will demonstrate good control of grammatical form and correct use of mechanics in their writing. (See: Scope and Sequence of Grammar, Usage, and Mechanics Skills)
- f. Students will be able to prepare a research paper/project of 2500-3500 words which proves a thesis and which uses the Modern Language Association

style. In the process, students will review and/or learn how to develop a thesis statement, a preliminary outline, source cards, a topic outline, note cards, a works cited page, a draft, a sentence outline, and a final thesis paper. (See: MLA Guidelines: <[http://www.mla.org/main\\_stl.html](http://www.mla.org/main_stl.html)>)

g. Students will learn vocabulary taken from the literature being studied, and the vocabulary text Joy of Vocabulary.

h. Students will prepare and deliver class presentations on their individual and group analyses and interpretation of literature being studied.

i. Students will be able to use their skills in word-processing to complete their essays and research paper.

## **Units:**

### **Unit 1**

- I. The Middle Ages (449-1485)
  - A. The Anglo-Saxon Period (449-1066)
    - 1. Historical background of the period
    - 2. A growth of the English language: Old English
    - 3. Selections from *Beowulf*
    - 4. Venerable Bede
      - a. From *A History of the English Church and People*
      - b. "Caedmon's Hymn"
    - 5. The "Seafarer"
  - 6. Riddles
- B. The Medieval Period (1066-1485)
  - 1. Historical background of the period
  - 2. A growth of the English language: Middle English
  - 3. Geoffrey Chaucer - from the *Canterbury Tales*
    - a. "The Prologue" (in Middle English)
    - b. "The Pardoner's Tale" (in modern English translation)
  - 4. Early English and Scottish Ballads- handouts
    - a. "Sir Patrick Spens"
    - b. "Bonny Barbara Allen"
    - c. "Get Up and Bar the Door"
    - d. "Bonnie George Campbell"
  - 5. Arthurian Legends
  - 6. Everyman

### **Unit 2**

- II. The Renaissance (1485-1660)
  - A. The Elizabethan Age (1485-1660)
    - 1. Historical background of the period
    - 2. The growth of the English language: The Elizabeth Age

3. Edmund Spenser - selections from *The Faerie Queen*
4. Sir Thomas Wyatt
5. Sir Philip Sidney
6. Christopher Marlowe: "The Passionate Shepherd to His Love"
7. Sir Walter Raleigh - "The Nymph's Reply to the Shepherd"
8. William Shakespeare
  - a. Selected sonnets from text
  - b. *Hamlet* / *Macbeth*
  - d. Shakespearean theatre
9. Francis Bacon - "Of Studies"
- B. The Jacobean Age - the Metaphysical Poets
  1. John Donne
    - a. Selections from *Songs and Sonnets*
    - b. Selections from *Holy Sonnets*
    - c. "Meditation 17"
  2. Ben Jonson - "Song to Celia"
  3. Robert Herrick
    - a. "To the Virgins to Make Much of Time"
    - b. "Daffodils"
  4. Sir John Suckling
    - a. "The Constant Lover"
    - b. "Why so Pale and Wan"
  5. Richard Lovelace
    - a. "To Lucasta, on Going to the Wars"
    - b. "To Althea, From Prison"
  6. The *King James Bible*
    - a. From "Genesis" Chapters 2 and 3.
    - b. From "I Corinthians" Chapter 13
- C. The Puritan Age
  1. Historical background of the period
  2. The growth of the English language: The Seventeenth Century
3. John Milton
  - a. From *Paradise Lost* - "Books I and IX"
  - b. "On His Blindness"

### Unit 3

#### III. The Restoration and the Eighteenth Century (1660-1798)

- A. The Restoration - Samuel Pepys "The Diary of Samuel Peyps"
- B. The Age of "Pope"
  1. Jonathan Swift - "A Modest Proposal"
  2. Alexander Pope
    - a. *The Rape of the Lock*
    - b. Selected essays
- C. The Age of "Johnson," Samuel
  1. Samuel Johnson - Selected Letters
  2. James Boswell- "The Life of Samuel Johnson"
  3. Thomas Gray - "Elegy in a Country Churchyard"
  4. Robert Burns - "To a Mouse"
  5. William Blake

- a. "The Lamb"
- b. "The Tiger"
- 6. The growth of the English Language: The Eighteenth Century

#### **Unit 4**

##### **IV. The Romantic Age (1798 - 1832)**

- A. Historical background of the Period
- B. The growth of the English language: The Romantic Age
- C. William Wordsworth
  - 1. Selections from - *The Lucy Poems*
  - 2. Selected sonnets
- D. Samuel Taylor Coleridge
  - 1. *The Rime of the Ancient Mariner*
  - 2. "Kubla Khan"
- E. George Gordon, Lord Byron- "She Walks in Beauty"
- F. Percy Bysshe Shelley
  - 1. "Ozymandias"
  - 2. "Ode to the West Wind"
  - 3. "To a Skylark"
- G. John Keats
  - 1. "The Eve of St. Agnes"
  - 2. "Ode on a Grecian Urn"
  - 3. "Ode to a Nightingale"
  - 4. "To Autumn"
- H. Mary Shelley - from Frankenstein

#### **Unit 5**

##### **V. The Victorian Age (1832 - 1900)**

- A. Historical background of the period
- B. The growth of the English language: The Victorian Age
- C. Alfred, Lord Tennyson
  - 1. "The Lady of Shallot"
  - 2. "Ulysses"
  - 3. "Break, Break, Break"
  - 4. "Tears, Idle Tears" - from *The Princess*
  - 5. "Crossing the Bar"
- D. Robert Browning
  - 1. Dramatic Lyrics - "My Last Duchess"
  - 2. Dramatis Personae - "Prospice"
- E. Elizabeth Barrett Browning
  - 1. Sonnet 14
  - 2. Sonnet 43

#### **Unit 6**

##### **VI. The Twentieth Century (1900-present)**

- A. Historical background of the period
- B. The growth of the English language: The Twentieth Century
- C. George Bernard Shaw- *Pygmalion*
- D. Joseph Conrad - "The Secret Sharer"

- E. William Butler Yeats
  - 1. "Sailing to Byzantium"
  - 2. "The Second Coming"
  - 3. "Easter, 1916"
- F. T.S. Eliot - "The Hollow Men"
- G. Saki (Hector Hugh Monroe) - "The Open Window"
- H. D.H. Lawrence - "The Rocking Horse Winner"

**Materials:**

Bassell, William, ed. Adventures in English Literature. Pegasus Edition. Orlando: Harcourt, 1989.

Levine, Harold, Norman Levine, and Robert T. Levine. The Joy of Vocabulary. New York: Amsco, 1986.

Warriner, John E., and Francis Griffith. *English Grammar and Composition: Complete Course*. Heritage Edition. New York: Harcourt, 1977.

**Supplementary Sources:**

Elliott, George P. et al., eds. Themes in World Literature. Boston: Houghton Mifflin, 1975.

Gibaldi, Joseph, and Walter S. Achtert. *MLA Handbook for Writers of Research Papers*. New York: Modern Language Association, 1995 ([http://www.mla.org/main\\_stl.htm](http://www.mla.org/main_stl.htm)).

McCrum, Robert, et. al. *The Story of English*. New York: Sifton, 1986.

Shaw, Harry. *Dictionary of Literary Terms*. New York: McGraw-Hill, 1972.

Thrall, William Flint, and Addison Hibbard. *A Handbook to Literature*. Revised by C. Hugh Holman. New York: Odyssey, 1960.

**Assessment:**

- A. Teacher's tests and quizzes
- B. Textbook's tests and quizzes
- C. Teacher's midterm and/ or assessment project
- D. Common final exams
- E. Teacher and student evaluation of compositions, including outside reading reports and periodical analysis of cumulative writing folders.
- F. Teacher evaluation of research paper/project
- G. Reading Record Cards
- H. Teacher and student evaluation of oral presentations.
- I. Student discussions and evaluation of novel discussions
- J. Group Projects